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This curriculum guide for teachers was developed for preschool education in the Child Observation and Parent-Preschool Child Classes conducted through the Parent Education Program, Division of Adult Education of Los Angeles City Schools. The classes for which this curriculum guide is intended are attended by parents and their children, ages two to five. The contents of the guide are divided into several sections, including (1) social and emotional objectives, (2) educational objectives, (3) program organization, (4) presentation of materials, and (5) the role of mothers. (WD)

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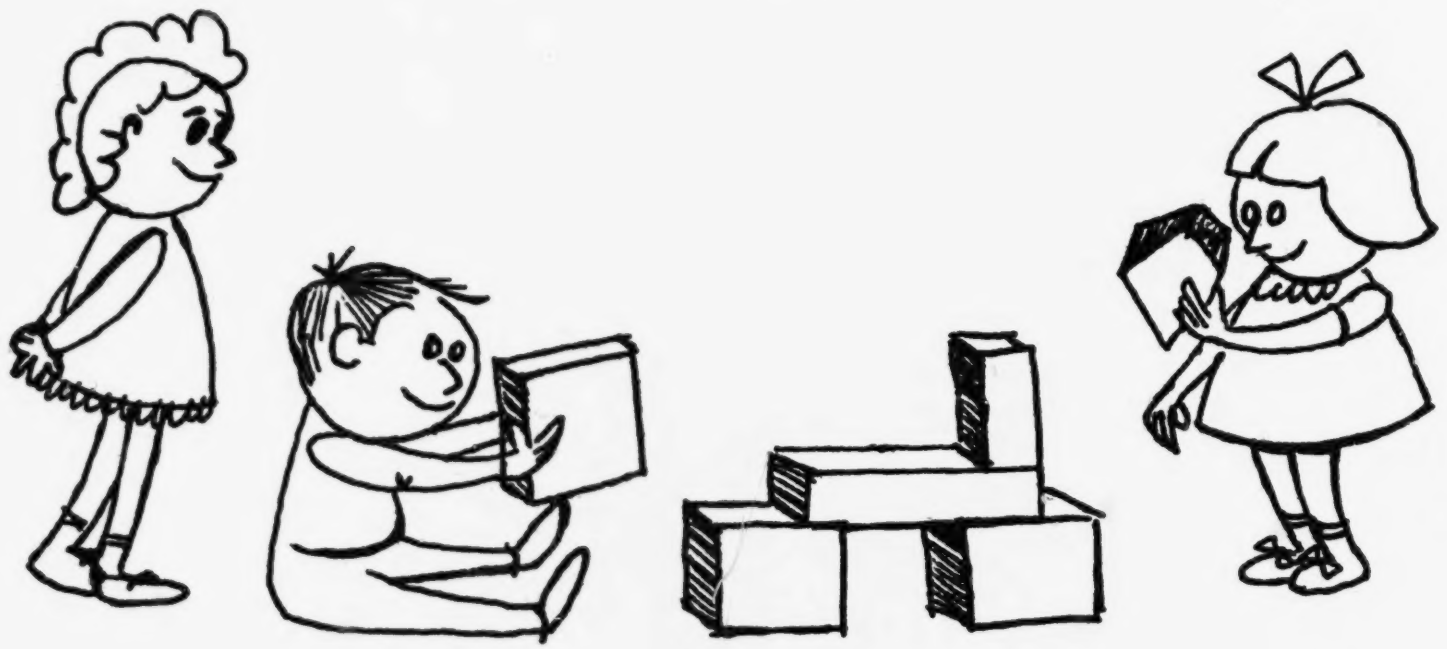
PARENT PRESCHOOL PROGRAM

CURRICULUM GUIDE FOR CHILDREN'S ACTIVITIES

LOS ANGELES CITY SCHOOLS
DIVISION OF ADULT EDUCATION



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ERRATA

The Children's Curriculum, originally written by Mrs. Ellen De Franco in 1967, has been brought up to date with the incorporation of procedures based on recent research relative to the child as a learning person. Its current title, "Curriculum Guide for Children's Activities, Parent Preschool Program", incorporates many additional suggestions and will add to the enrichment of the total program.

We are grateful to Dr. Robert Schenz, principal of the Adult Demonstration School, for making the services of Mrs. De Franco available for this important contribution to the total program. Mr. Sam Uskovich, art instructor at the Adult Demonstration School, prepared the cover.

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CURRICULUM GUIDE FOR CHILDREN'S ACTIVITIES

PRESCHOOL PROGRAM
Parent Education

INTRODUCTION

A recent rise in interest in the experiences of the very young child has resulted in an upheaval in preschool education. The traditionalists in this field are now facing the dilemma of holding their lines in competition with the new theory that children's education can be accelerated as well as initiated earlier. The impact of the Head Start Program, started in the summer of 1965, has caused a re-evaluation of the needs of the economically and socially disadvantaged preschool child with the goal of providing him with an educational advantage before he enters the primary grades. The theory behind such educational planning has logic; it is in its application on a mass basis that pitfalls can occur. The emphasis of this program has implications for all preschool children, no matter what their background. Caution must be exercised in order to avoid forcing educational methods on children for which they may not be emotionally, physically, socially or intellectually ready.

Adapting the program to fit the needs of the children involved has been the primary objective of the Child Observation and Parent-Preschool Child Classes* which have been conducted through the Parent Education Program, Division of Adult Education of Los Angeles City Schools, for over 35 years. These classes, attended by parents and their children from two to five years, serve the dual function of providing an educational experience for both the adults and children in the class.

*These classes are similarly run for the most part, although the Child Observation Classes are financed through the Adult Education program and the Parent Preschool Child classes have been added recently under the McAteer and Economic Opportunity Acts to serve people in disadvantaged areas.

The children's program during the three-hour morning is one of planned nursery school activities. For half of this period they are under the supervision of the Parent Education teacher. As the teacher works with the children, the mothers observe. They keep written records of the children's activities, relationships and developmental patterns. They observe the teacher as she demonstrates suitable techniques that can be utilized at home. They join with their children at story time, in circle games. They assist the presentation of creative media to the children. They manage the lending library of children's and parent education books.

During the second half of the morning, the children's activities are supervised by the teacher's assistant. The mothers meet with the Parent Education teacher in a planned discussion group, relating what they have observed and learned in class and at home to their own children, to children's developmental patterns, and to their own family living.

It becomes clear from the dual function of the Child Observation class teacher that she must be knowledgeable in Early Childhood Education, in Family Living, and in Parent Education. One skill without the others cannot provide a teacher sufficiently well-rounded to handle both aspects of the class program. As a result, a specialized group of Parent Education teachers has been developed, utilizing a combination educational background, theoretical training and practical field work. Such teachers alone teach Child Observation classes.

The proximity of mothers to their children during class time provides an excellent opportunity for them to become co-partners in the child's initial exposure to the school environment. At the same time

that the child is becoming acquainted with the world of preschool, his parent is learning more about the potentials of the very young child, her own in particular. Because the age range of the participating children is relatively wide, the mothers are able to view more closely the differences and similarities of the two's, three's and four's.

Whenever possible for specific activities such as story time or music, small groupings are arranged to accommodate the children according to their age. For the use of equipment and materials, however, they are allowed to mix according to interest areas. Care is always taken to avoid pushing a child into an activity for which he is not ready. For many youngsters, especially when first entering the group, active participation can only occur after a watching period. The mothers are introduced to the fact that their children may resist certain parts of the program, but that this is normal and need not cause embarrassment. In time, almost without exception, all children enter enthusiastically into all activities. Grateful mothers see at first-hand the beneficial effects of having permitted the children to progress at their own pace.

Often parents are eager to offer the young preschooler advanced work, such as an actual start in learning to read or write. Research shows that for the average preschool child such a program is unwise, if not futile. Such young children are still too pre-occupied with handling themselves both physically and socially to be able to apply themselves to more demanding skills. Their physical, emotional, social and intellectual development has not matured sufficiently for such formal education. For this reason the children's curriculum is geared to the more appropriate level of their capabilities as young preschoolers.

In addition, with a view to the fact that the Head Start and Pre-kindergarten programs will probably become a permanent part of public education, it is essential to articulate the curriculum with the younger preschool children. Although there are many parallel learning areas applicable for both the younger and older child, the degree to which they are taught will differ. Consideration of the attention span, amount of comprehension and readiness for more advanced problem-solving must be constantly evaluated in terms of the two's, three's and younger four's. It is essential to resist the temptation in preschool classes to attempt new concepts and skills which are ordinarily associated with the older preschool or kindergarten child when these activities are inappropriate. Except in rare instances, the average child cannot fruitfully absorb education that is too advanced for him even if he gives a semblance of comprehension by parroting or memorization.

A meaningful preschool program can reach the child at the propitious moment of receptivity and readiness if careful attention is paid to individual differences. The ratio of adults to children in these classes provides adequately for this type of scrutiny. Its importance cannot be stressed enough. Demanding too much of the preschool youngster before he is mature enough to comprehend can result in a severe resistance to present and future educational experiences, as well as to the adults who are putting pressure on him for achievement.

Following the above outlined philosophy of preschool education, the curriculum for children's activities in Child Observation and Parent-Preschool Child Classes has been planned to offer guidelines to teachers. Perhaps because of the nature of the spontaneity and constant freshness of the young children who are served in this field it has traditionally been one in which the teachers can and do use much ingenuity.

For this reason only a minimum of suggestions will be offered here, with blank pages provided for the reader's own ideas and techniques to be included. It is hoped that from this small manual a much larger one will grow, incorporating many additions to be shared by all those who so enthusiastically teach classes in preschool and parent education.

OVER-ALL OBJECTIVES

A. SOCIAL AND EMOTIONAL

For the very young child who is making his first tentative steps away from the familiarity and security of home and family, the processes of social and emotional development are closely related. In the shock and thrill of discovering his own autonomy, the toddler fluctuates between adventuresome and withdrawing behavior. As he matures, the developmental tasks of coping with his emotions and handling himself with other people will always confront him. It is in his initial exposure to group life in the preschool setting that he may experience the most important learnings of his life!

Outlined below are some of the basic requirements for the preschool educator whose responsibility in helping youngsters make the transition from home and mother to the more complex school environment is of great importance.

1. Orienting the child to group experience

    a. helping him interact with peer group:
    accept other children
    speak to other children
    take leadership role when appropriate
    relinquish leadership role when appropriate
    use words instead of fists
    not always rely on teacher to solve problems with other children

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b. helping him share:
mother
father
peers
toys
materials and equipment
space
center of group attention

c. guiding him to:
listen
take direction
wait his turn
concentrate
engage in purposeful activities
complete what he starts

d. building his self-confidence to speak up in group:
take iniative
defend himself

e. express his individuality in:
language
creative materials
music and rhythms
dramatic play

II. Helping child achieve separation from mother

a. offering child individual attention

b. building his confidence in teacher and other adults

c. familiarizing him with physical environment

d. preparing him for new experiences

e. indoctrinating him with class rules, schedule and routines

III. Enabling child to act independently

a. offering him opportunities to develop resourcefulness: self-help
use of materials and equipment

b. offering him opportunities to develop self-determination for: choice of activity
choice of materials

c. offering him opportunities to develop self-direction in: following schedule and routines
conforming on necessary occasions

d. giving child freedom to be a non-participant occasionally

IV. Teaching child to handle his emotions

a. shielding child from frustrating experiences

b. separating him whenever possible from others who antagonize him

c. offering many chances for satisfying experiences

d. giving individual attention whenever possible (not only when child is troubled)

e. helping child understand group needs versus individual needs

f. encouraging child to persevere at tasks with which he can cope

g. offering sincere praise when appropriate

V. Helping child accept competition

a. minimizing competitive situations whenever possible

b. teaching child beginning concept of individual differences

c. exposing him to satisfactions other than being first, winning, etc.

d. offering him every possible chance to succeed in group situation

e. helping child improve his own strengths

VI. Helping child improve his self-concept

Through her genuine interest in children, a teacher intuitively offers individual attention and warmth to each child in her group. With children this young, however, additional care and time must be taken within the confines of the busy schedule and group setting to prevent a child from feeling lost or insignificant. It is important, therefore, to offer each child a positive self-image. Inexperienced and impressionable as these children are, the line between self-confidence and the lack of it can be very thin. The preschool teacher is fortunate in being among the first outsiders whom a child contacts; she can do much towards enhancing his opinion of himself and his faith in what he can do. Through demonstration she enables parents and other adults to see the importance of building a positive self-image and how it can be done.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
1. Establishing child's identity within group	Teacher addresses child by name on every possible occasion.	
2. Discussion of Feelings	Teacher displays pictures, etc. and asks children about feelings of sadness, happiness, anger, surprise, fear, etc.	Double-faced puppets effective. Also close-up pictures of faces.
3. Pantomime	Teacher acts out short events involving feelings with puppets, dolls or animals. Children guess what is happening. Children can enact scenes they make up, also.	Teacher can take cues from actual situations children have told her about or in which she has witnessed them.

4. Children's Birthdays	Teacher shows flannel board birthday cake and child being feted places flannel candles on it. Group sings "Happy Birthday".	Child may be given additional chances to choose, be first, etc. on his birthday. (Summer birthdays should be celebrated en masse the last weeks of school.)
5. Use of Mirror	Teacher spends time with each child in front of mirror.	Pointing out his assets to a child is always good policy!
6. Encouraging Self-expression	Each child is encouraged to try new things. Teacher also guides him towards those activities he does most enthusiastically and/or best.	Ample opportunities are offered child to talk about himself, his family, his interests, either in group or on individual basis.
7. Providing Safety-value for Feelings	In an accepting fashion, teacher helps each child come to terms with his own aggressive impulses and offers him constructive outlets for them.	This is to be differentiated from therapy in that it is common educational practice to help each child learn the social skills of self-control and consideration for others.
		In situations where child shows abnormal deviant behavior, <u>teacher should refer family for professional help rather than attempt to do psychological guidance or family case work.</u>

B. EDUCATIONAL

The importance of preparing children for elementary school has long been recognized as a basic part of the preschool experience. Purposeful planning has been incorporated into the program to offer children "readiness" in language arts and mathematics. Now it is felt that children from infancy on can

benefit from an individualized type of education. Currently the belief is held that educators and parents have not understood nor adequately tapped the capacities of very young children for cognitive learning. Early intervention and stimulation of a child's intellect may contribute to and accelerate his conceptual growth. For certain children who perhaps have been neglected it may provide an antidote to the arrested development which may have begun during the first year of life. How an individual child progresses will depend on his capabilities and his home environment.

Traditionally the role of the parent as teacher has not been considered very seriously. As a matter of fact, parents have been urged by educators to leave the specifics of their children's scholastic training to the school. Today parents are being encouraged more and more to help their children learn, particularly in their preschool years. In the final analysis, parents' concern and active interest in their children's intellectual development at all stages is essential for maximum progress to occur. The school can go so far; beyond that, cooperation at home is required. In a child's early years particularly the time parents devote in encouraging the youngster's search for knowledge has unlimited potential for promoting his growth.

In Child Observation classes there are advantages to offering children opportunities for cognitive development in the presence of their parents. Not only are the parents impressed with how involved the children can become with material previously viewed as being too advanced, but also they are given definite skills and ideas for planning for similar guidance at home. Much of the material presented on the preschool level is commonly available. For instance, a child's understanding of the concept of the relatedness of things can be discussed and demonstrated to him in any setting, utilizing whatever is there for illustration. The technique of <u>how</u> to initiate and maintain such a learning experience with a

youngster is the more difficult part of it. Observing what the teacher does in class and hearing her suggestions later in the parents' discussion group as to how to attempt such projects with children at home facilitates and encourages the parents' reinforcement of their children's cognitive development. The many complexities of a child's readiness to learn need to be explained to parents. Each child's pace will be influenced by a variety of circumstances, such as his: capabilities; feelings about himself; relationship with the particular adult who is working with him; physical and emotional well-being at the time; previous experiences; the duration of his attention-span and the way he has been motivated for participation in this kind of activity.

All parents want their children to do well academically. There are many implications for improved respect, admiration and pride for a child on the part of a mother who not only witnesses his progress, but aids it. The resultant feeling to the child of self-worth and confidence can strengthen him as well as enhance the parent-child relationship. Satisfactions of such significance can better equip a child to face life.

There are many ways to expose children to cognitive experiences in the preschool setting. Definite activities can be preplanned, on a progressive and related basis. In more spontaneous fashion, a happenstance of the moment can be used to implement instruction.

Outlined below are some recommendations which may prove helpful in the presentation of this part of the program. It would be best if the teacher could:

1. pace her schedule to have quiet activities alternate with more vigorous ones
2. thoughtfully select material appropriate to her group
3. conduct the program in as stimulating a manner as possible

4. be very familiar with and adept in her presentation

5. constantly watch the children's reactions

6. weigh the pro's and con's of the validity of the lesson as it is in progress

7. be willing to change plans if the lesson is not working

8. come prepared with additional material in case initial attempt fails

9. make a thorough analysis of successes as well as failures in terms of where the group is and where she hopes to lead it

10. be alert to suggestions and questions from the children themselves

11. plan not to attempt too many quiet activities on rainy days or times when children are restless

The specific suggestions which follow are by no means a complete list. There are innumerable variations and additions which the reader will think of and which it is hoped she will use in her teaching. Also, many of the ideas presented here are simplified techniques which can be presented in more complex ways when a group's progress indicates readiness.

The major subject areas for training are outlined below.

I. COMMUNICATION SKILLS

The importance of language as an essential and preliminary tool for achievement in cognitive development has been stressed as a result of recent research. Preschool children require constant encouragement and practice in the following aspects of communication: comprehension; vocabulary building, dialogue or feedback; appropriate word labeling as well as understanding of the interrelatedness of symbols and classifications.

a. Auditory Training

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
1. Auditory stimulation	Address and talk with children individually; listen with them to various and/or unusual noises; encourage them to name objects and use their vocabularies.	Auditory stimulation is usually only necessary with the very withdrawn or neglected child or one with a language barrier. Once the child gains some self-confidence, he may not require specific stimulation in this area.
2. Auditory training and sound discrimination		
a. identifying familiar indoor sounds	Have children close eyes and respond to such usual sounds as: clapping hands door closing running water, etc.	These activities will help children to become more aware of the sounds surrounding them and enable them to become more discriminating of them and their differences. Parents can easily introduce these activities at home, too.
b. trying to identify less familiar sounds	ticking clock steam in radiator crumpling paper chalk on board, etc.	
c. identifying and discussing new sounds	lawn mowers typewriter sewing machine, etc.	For some children these will be first-time as well as exciting experiences!
d. locating source of sounds	Mother Cat and Kitty game - One child plays the mother cat and covers her eyes. The other children, or "kittens" hide in the room. They "meow" and the mother cat finds them by listening for their "meows".	Variations of this game can be used. Children enjoy this type of game.

e. listening to and discussing outdoor sounds	birds singing wind in tree branches footsteps on pavement passing vehicles, etc.	When children become familiar with sounds, encourage them to repeat them by themselves from time to time. A good book for this type of activity is, The Listening Walk, by Paul Showers, Crowell, 1961.
f. discussing sounds heard at home	TV boiling water on stove crying children snoring, etc.	These sounds can be pre-recorded on the tape recorder. The phonograph record album, "Lets Listen Record", by Ginn is also helpful.
g. listening to variations in pitch, rhythm and volume of sounds	Teacher uses rhythm band instruments to make variations in pitch: high, low, soft, loud, slow, fast sounds.	Improvised materials can be introduced here, such as bottles filled with varying amounts of water, segments of pipe, chains, etc. This is another activity mothers can copy at home.
h. practicing ability to listen to and imitate sounds	"Do This" - Teacher taps on table or drum and children imitate her according to number of times, beat, etc. Teacher beats drum: children clap back the same rhythm. "What Sound" - Teacher tells children to pretend they are bees, etc. and make appropriate sounds.	Variation: guess number of times ball bounced, door knocked, etc. Begin with simple beats; then proceed to more complex.
i. listening to and identifying various instruments	piano bells rhythm instruments	Give each child opportunities to become familiar with and play the instruments, as well as learn their names.

j. simple rhythm band	With background music or rhythm played on piano, drum or record player encourage children to use their instruments in accompaniment. As children become more accomplished, variations in tempo, loudness and complexity of rhythm can be introduced.	Play familiar and/or simple melodies so that it is possible for the children to catch the beat and thus avoid unmusical banging.
k. following rhythms	The more experienced groups can march while playing their instruments! Patterns such as run-hop, walk-gallop can be included.	This activity has to be somewhat structured and closely supervised to prevent over-stimulation! In time, however, children learn to take turns in supplying the tempo, etc.
l. listening to poems, jingles, nonsense words	Short, rhythmic selections, frequently repeated, can help the children differentiate between spoken sounds. Accompanying finger games can be introduced with the poems.	Using appropriate pictures adds another dimension to this auditory experience. The children can be encouraged to make up their own rhymes, etc. They enjoy repeating these experiences at home, with mother's encouragement.
m. comprehending verbal explanations	At morning circle, at story or any other time when teacher is introducing new things, activities or concepts, as well as when giving directions, she uses simple explanations.	It is important to encourage immediate feedback from the children to be sure they understand.

		Repitition of key words will probably be necessary to facilitate the children's comprehension. Keeping these words in the proper context is essential; whenever possible variations or their use can also be introduced. The use of visual materials can be helpful in some instances.
b. Speech Training		
1. Encouraging each child to talk	Teacher tries to engage each child in individual conversation as often as possible. Getting down to child's level so that she is face to face with him is a good custom. Listening to and accepting child's comments on matters that concern and are meaningful to him is a first step to making him want to talk.	Familiarizing herself with the child's family, neighborhood and cultural background will aid the teacher in understanding him. Suggesting to mothers to write down their child's comments and stories and to keep them in a notebook will not only please the child, but may stimulate him to talk more frequently. Whenever possible writing down what they say about their paintings or drawings and attaching the words to the art products may help the children to communicate more freely. Using the more representational art work of older children from the same neighborhood may motivate the preschooler to talk, particularly about things familiar to him. Talking with the child and his parent about things that interest the child may be a useful technique in promoting more parent-child conversation.

2. Guidance offered for improvement of articulation and pronunciation	By the careful and repeated pronunciation of words, the teacher can expose the children to opportunities for their own improvement, either individually or as a group. The tape recorder can be used to permit child to hear his own voice, repeat words he is trying to master, improve his voice volume, experiment with new words and sounds. Children can tell in their own words, or repeat words or phrases of familiar stories, poems, finger games, songs or circle games. With puppets, dolls or stuffed animals teacher can engage children in talking games or dramatic dialogue.	The teacher determines each child's readiness to improve his personal speech. This will depend on her rapport with him, his adjustment to the school environment, his ability to listen, and his attention span. The use of pictures may motivate the more quiet youngster to speak up. Suggesting to parents that they join their children in such games at home is always helpful.
3. Vocabulary building	Games of identifying and pronouncing the names of objects in the room or outside improves children's pronunciation and helps them build vocabularies. Selecting additions in a category already familiar to children is a meaningful way for them to learn new words. For example, adding "squirrel" and "bird" to the known "cat" or "rat" for city animals, etc.	For words that cannot be easily visualized using them in simple sentences will help clarify their meaning to the preschooler. Variations can be introduced when the child uses the new word with ease. Teachers can suggest to parents that children listen to radio or watch TV when programs appropriate for preschoolers are aired. Children's vocabularies may be enlarged from such exposure.

2. IMPROVING VISUAL PERCEPTION

In the preschool years a child's almost insatiable curiosity to explore the world around him makes him an eager learner. He is constantly watching, touching, feeling, smelling, tasting and asking. Although he observes much, he is apt to overlook some things and may not be aware of significant differences, similarities and the relatedness of what he does see. There are innumerable opportunities in both class and at home for helping children sharpen their visual perception.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
A. Use of puzzles, blocks, shapes, etc.		
1. Puzzles	For starters, cutting mounted pictures of familiar objects in half, then in thirds will aid the child in matching and hand-eye coordination. Graded wooden picture puzzles can be offered as child's facility in using them progresses. Parquetry type puzzles are useful in teaching children both the differences in shape and color.	Caution - It is important to be sure the child works on easy puzzles first, to determine his ability for completing them. He can become frustrated and discouraged when attempting puzzles which are too hard for him. At best children often need verbal explanations and encouragement to complete a puzzle. New type multi-purpose puzzles now available are: Differences Puzzles; Lift-out Object and Transportation Puzzles.
2. Blocks	Teacher can introduce child to sorting blocks according to size, shape and purpose. Simple games, such as choosing only the biggest blocks first, then the next biggest, etc. will be enjoyed by the children as well as sharpen their visual discrimination.	Both kindergarten and table blocks serve this purpose. Helping children learn to put blocks away in orderly fashion enhances their visual perception.

3. Shapes	Collections of different shaped and colored cloth, paper, blocks, toys, buttons, plastic dishes, cans, etc. can be given to the children for sorting, identifying, simple counting and for use in dramatic play.	The teacher can encourage discussion of similarities, differences, variances in color, texture, shape, etc. A part of the learning experience will be in guiding the children to put these materials back in place in storage cabinets and boxes. Appropriate books are, It Looks Like This by Irma Webber, William R. Scott, Inc., 1958 and Find Out By Touching by Paul Showers, Crowell, 1961. An interesting project to suggest to parents is the individualized cloth or flannel book which can be made for a child's use. Often mothers like to make such a book to give at Christmas or for a birthday. The cover can have a personalized title printed on it, as "Anne's Book". For each page loose, cut-up shapes or objects can be make out of durable cloth. For instance, a wardrobe of cut-up felt clothes can be kept in a felt suitcase sewn on the page. These clothes can be made to fit the figure of a girl also appliqued on the page. Or, the parts of an automobile can be "parked" in an appliqued garage the doors of which can be zipped. Many adaptations can be made according to the interests of the individual child.

B. Use of familiar things around us	Teacher can point out actual objects both inside and outside, discuss people and animals, etc. in the following ways: near - far high - low in - out short - tall big - little up - down large - small long - short thin - fat slow - fast hard - soft	Picture cards and books can be used also. Certain books read to the children at home or in class will stimulate further discussion. Berkley, Ethel - Big and Little, Up and Down, W. R. Scott, 1960 Eastman, Philip - Are You My Mother, Random, 1960 Krasilovsky, Phyllis - The Very Little Girl The Very Little Boy, Doubleday, 1953 Krauss, Ruth - I Can Fly, Golden Press, 1966 Zaffo, George - The Giant Nursery Book of Things That Go, Doubleday, 1959

3. TRAINING FOR ASKING QUESTIONS, REASONING AND EXERCISING JUDGMENT

In taking advantage of preschooler's eagerness to know about things, the adults who are close to them can encourage their search for information. Both teachers and parents can provide an atmosphere in which children feel comfortable about voicing their questions, ideas and opinions. Listening carefully to children, answering their questions in language meaningful to them, soliciting feedback and encouraging them to analyze and judge in their own way — these techniques used by the teacher serve as a good demonstration for the parents.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
A. Discussions	Teacher talks with the group before and after new experiences, trips, stories, etc. and encourages children to interpret the situation in terms of their understanding.	Initially the children may remain silent, but once rapport is built and they realize the teacher wants them to express their opinions, almost all will participate.
	To sharpen their sense of discernment, teacher can introduce the game of placing some objects under a cloth, then have children guess what they are.	Introducing visual materials, recollecting past experiences group has had, etc., will help the children learn to relate, compare and evaluate.
	The teacher can solicit children's opinions and judgments.	When encouraged to voice their own reactions, preschool youngsters reveal original thinking in contrast to the adult opinions which generally are imposed upon them!
	Whenever possible, allow the children to make their own decisions	Both teachers and parents should predetermine when they can do this whole-heartedly to avoid revamping the children's decisions to suit their own purposes. (Such manipulation has been referred to as "hidden authoritarianism" which confuses children.)
	Stimulate children to pose questions. Attend to all questions, no matter how irrelevant they seem.	This is one of the quickest ways to gauge how well children understand what they are being taught.
	Point out at every possible opportunity the causes of things, the relationship between cause and effect. The teacher can ask "If I do this, then what will happen?"	An excellent book which treats the human element of this difficult concept is, The Quarreling Book, by Charlotte Zolotow, Harper, 1963.

A. Discussions (cont)	Two-way conversations between teacher and children concerning sharing, the use of new toys or materials, the way to do puzzles, etc. will aid them in the development of reasoning and problem-solving skills.	For the scientific aspect books such as The Carrot Seed, by Ruth Krauss, Harper, 1945 or Up Above and Down Below, by Irma Webber, William R. Scott, Inc., 1953 are useful. The demonstration to parents of how well youngsters can cooperate in these areas of abstract thinking may give them a new understanding of and respect for children this young. An individual child's ability to concentrate and reason may well improve a parent's attitude about him.

4. MEMORY TRAINING

Preschool children will usually remember what is most important to them. They need guidance, however, in the practice of recall in order to get along with others, avoid dangerous situations, learn to associate things in correct context, understand sequential development and prepare for more complex learning experiences.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
A. Games	Teacher shows children two objects, then places third one with others. Asks children to tell her what new one is. She can add others, then take away one, have children identify it, etc.	Most preschool children learn to enjoy these games to the fullest and enthusiastically request to play them.

A. GAMES (cont)	Following directions of game -- children are given one direction at a time, then two, then three. Show a clear, uncomplicated picture to children, then cover it. Have children describe what they saw. Have pictures telling simple story. Have children help arrange pictures in sequence. Have children retell favorite stories, poems, finger plays; sing songs. Have children recall school schedule, routines, rules about use of equipment, materials, sharing, etc.	Demonstrating to parents that such games can be easily and spontaneously played will be useful information to many of them. For times when families have to wait in doctor's office, clinics, etc., such games can quiet down restless children.

5. LANGUAGE ARTS

Perhaps the strongest impact of the reading readiness program in preschool is made through language arts. At this formative period in a child's life his interest in books and reading can be indelibly sparked, to endure forever. Many parents of preschoolers are concerned about this aspect of their children's education. They fervently hope that their children will eventually learn to read easily and rapidly.

The language arts program in Child Observation classes is designed to stimulate children's interest in books and, at the same time, serve as a practical demonstration to the parents. Its general objectives are to aid children in the development of responsive listening habits, expand their fund of knowledge, indoctrinate them to the importance of books, excite their imaginations, enlarge their vocabularies and

provide them enjoyment. The parents can learn useful pointers by watching how the teacher provides such enrichment opportunities. They are invited to borrow picture books from the class library to read at home to their children and also told how to obtain cards from the Public Library. If a parent is unable to read because of a language or educational problem, it is well to encourage her to look at books with her children and discuss the pictures. Such exposure can be meaningful to children as well as being a pleasant episode shared between parent and child.

A variety of ways to offer language arts to preschoolers are listed below:

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
1. Flannel Board Story	Teacher tells story, putting up appropriate pieces. Later children can help choose and place pieces on board. Children can progress to telling their own stories.	Use of felt shapes or felt-backed pictures (which will also stick with double masking or Scotch tape).
2. Flannel Board Sets	Series of related animals, objects, shapes and colors, etc. facilitate children's identification and labeling.	Broadly outlined figures with a minimum of details are adequate. For the non-artistic, tracing from illustrations will do the trick.
3. Flannel Board People	Boy, girl, man and woman figures with appropriate clothes for children to use for dressing them.	Most cloth will adhere to flannel or felt; therefore, ordinary scraps can be used to keep expenses down.
4. Flannel Board House	Frame of outside of house with necessary doors, TV antenna, etc. for children to add; inside rooms for them to furnish.	

5. Flannel Board Birthday Cakes, Pumpkins, Christmas Trees, etc.	Children count candles, tell where pumpkin eyes, tree ornaments should go, etc.	
6. Action Story Participation	Teacher reads or tells story with actions. Children follow the movements and also repeat particular phrases. When familiar with story, children can supply missing phrases while following movements, (such as "walking" by slapping hands on knees, "running" by slapping hands on knees faster, etc.).	"The Lion Hunt" in Handbook of Skits, by Helen & Louis Eisenberg, Association Press, 1953, lends itself to this kind of teacher-children interaction.
7. Finger Games	Teacher recites story or game with actions. Children follow movements and repeat words in unison.	If children are restless, a finger game or two refocuses their interest. Useful books for finger games are: Scott, L. & Thompson, L. Rhymes for Fingers and Flannelboards, McGraw Hill, 1960. Jacobs, Frances E. - Finger Plays and Action Rhymes, Lothrop, Lee & Shepard Co., Inc., 1941.
8. Picture Cards	Large, colored pictures of animals, flowers, cars, trucks, trains, planes, boats, big machines, family scenes, food, small children, babies, etc. can be shown slowly by teacher so that children can comment on what they see. Teacher can also tell story, using cards for illustrations. Appropriate cards can be used for favorite songs.	Magazines are excellent sources of pictures. For ethnic differences there are magazines such as EBONY, etc. Unusually fine cards can be purchased from: Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois or David Cook Publishing Co. Elgin, Illinois

9. Puppets	Puppets can be used in innumerable ways: to greet and shake hands of individual children to converse with children to tell stories to act out stories for children's use in dramatic play with teacher or making up own stories, etc.	Some kinds of puppets: finger, out of cloth or paper paper bag papier maché balls (tennis or styrofoam) potato, apple, walnut shell stocking two-faced (smiling one side; sad, the other) shadow (made out of x-ray film colored with wet crayons) manila or stencil paper, shellacked, mounted on sticks Good book for directions is: Dow, Emily R. - Toys, Toddlers and Tantrums, The Baby Sitter's Book, N.Y., M. Barrows & Co., 1962
10. Pooks	Teacher reads book, holding it so that children can see illustrations. She stops occasionally to allow children to question or comment. When book is finished, she encourages discussion and asks questions to determine how well children understood it.	Start with short, simple stories, especially with young and/or new groups. As the children's attention span increases in time, gradually introduce longer, more complicated books. Excellent beginning books are: Williams, Garth - Baby Animals, N.Y., Golden Press, 1952 Fujikawa, Gyo - Babies, McLoughlin Bros., Inc., 1963 Brown, Margaret W. - Goodnight Moon, Harper & Bros., 1947

10. Books (cont)		Green, Mary M. - Everybody Eats, Young Scott, 1961 Carton, Lonnie C. - Mommies Carton, Lonnie C. - Daddies Random House, 1960
11. Role Playing	Teacher reads or tells simple story. Children can act out parts.	Excellent books for this are: Woodcock, Louise - This Is The Way The Animals Walk, N.Y., William R. Scott, 1961 Asbjornsen, Peter - Three Billy Goats Gruff, Harcourt, 1957
12. Sound Film Strips	Children can view these in small or large groups. The added dimension of the use of film strips may encourage some restless or resistant youngsters to quiet down and become attentive to this storytelling technique.	Film strips can be obtained from Society for Visual Education, Inc. 1345 Diversey Parkway, Chicago, Ill. Excellent strips, based on some of the classic children's picture books are available from: Picture Book Parade Weston Woods Studios Weston, Conn. 06880

6. MUSIC AND RHYTHMS

Music is a medium understandable to all. Its relaxing influence can overcome language barriers and inhibitions. It is always a source of great enjoyment to preschool children! Music helps to draw out individuals, unite groups and calm over-excited youngsters. It is an activity a teacher or a parent can successfully introduce anywhere, at any time. In an educational sense, music and rhythms offer a great deal

to children. They provide constructive and meaningful outlets for energy and emotions, opportunity for self-expression and the improvement of body movement and control, as well as a way to help children learn to follow directions.

Often parents with musical talent can contribute much to the music program at class. Encouraging all parents to participate with their children adds to their pleasure of shared interests during the Child Observation class.

Musical and rhythmical experiences can run the gamut from short songs to more complicated games and interpretive dances.

The following suggestions are in addition to some already mentioned under Auditory Training.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
1. Songs	Teacher sings, preferably with musical accompaniment, encouraging children to join in.	Use simple, short songs at beginning, including familiar ones when possible. Some good song books: Coleman, Satis & Thorn, A. G. <u>Singing Time</u>, Day 1929 Landeck, Beatrice - <u>Songs to Grow On</u>, <u>More Songs to Grow On</u>, William Sloan Assoc., Inc., 1954 Los Angeles City Schools - <u>To Sing; To Listen!</u>, #HAC - 103, 1967 Mac Carteney, Laura - <u>Songs For the Nursery School</u>, The Willis Music Co., 1937

1. Songs (cont)		Seeger, Ruth C. - American Folk Songs for Children, Doubleday & Co., 1950 Animal Folk Songs for Children, Doubleday & Co., 1948 Winn, Marie, Editor - The Fireside Book of Children's Songs, Simon & Schuster, 1966 Wood, L. K. & Scott, L. B. - Singing Fun, McGraw
2. Musical Games	Teacher introduces and participates in these games, preferably with a musical accompaniment. Repeating each game twice (unless it is unduly long) provides an optimal learning opportunity for the children.	Songs and games, past and present, run the gamut from the simple "Ring Around the Rosie" to the more complex "Looby Lou". All song books for children have many games included.
3. Interpretive Rhythms	Music is played for a short time, then teacher asks children what it suggests to them. She then encourages them to dance individually as music is continued.	At first the teacher might have to demonstrate and offer definite suggestions, but in time, when the children understand this is to be self-initiated, most delight in interpreting the music in their own way. Appropriate music available in children's song books and on records. (See Appendix for references.)
4. Records CAUTION: It is important not to rely too much on the use of records. They are often too fast paced, advanced and structured for the younger preschoolers.	Teacher selects a short record, or segment of a longer one, repeating each song or section twice. If the song interests the children, by the second playing they usually attempt to join in.	Some suitable record series: Children's Record Guild Young People's Records Folkways Records (See Appendix for more references.)

5. Additional Games a. for improvement of self-concept	1. Recognition to child by singing special song about each one, mentioning his name.	Excellent song is "Mary Wore Her Red Dress" in Seeger's American Folk Songs for Children, Doubleday & Co., 1950
b. for strengthening ability to follow directions	1. Teacher uses singing games that require following directions 2. Follow the leader games such as "Clap, clap, clap your hands".	"Put Your Finger In the Air" is a good example. Children participate best after they have established rapport with teacher and are at home in group.

7. SCIENCE

The preschoolers' curiosity can be channeled into constructive outlets by the science program. Included in the discussion time can be comments about today's weather, the changes in the world of nature, what makes us warm or cold, etc. The addition of a Science Corner in the room stimulates more interest, and the children should be encouraged to add to the collection with things they find outside or at home.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
1. Animals and Insects	Small household pets can be brought to class such as cats, white mice, turtles, rabbits, etc. Reading stories, showing pictures, etc. about animals. Including domestic and wild animal sets with block building accessories offers opportunities for dramatic play.	Teaching children how to feed and handle pets is a good idea. Appropriate books: Carroll, Ruth - Where's the Bunny?, Henry C. Walck, Inc., 1950 Eastman, Philip - Are You My Mother?, Random, 1960

1. Animals and Insects (cont)		Green, M. M. - Everybody Has a House and Everybody Eats, William Scott, 1961
2. Nature and Things That Grow	Discussion of natural phenomena	Appropriate books: Parsons, Virginia - Rain, Doubleday, 1958 Pine & Levine - Air is All Around, McGraw, 1960 Udry, Janice M. - A Tree is Nice, Harper, 1956
	Making things grow: Indoors - Let each child plant his own grapefruit seed in soil, carrot top in water or dried beans on bed of damp cotton or blotting paper, etc.	Caution children that they will not see results for several days (a LONG time for them!) Appropriate books: Krauss, Ruth - The Carrot Seed, Harper, 1945 Selsam, Millicent - Seeds and More Seeds, W. R. Scott, 1959 Webber, Irma - Up Above and Down Below, W. R. Scott Inc., 1953
3. Conservation Education	On trips and walks, as well as in discussion after reading or showing children pictures, special explanations can be given as to why we do not pick flowers in public places; scratch bark or hammer nails into trees; are careful about matches, cigarettes, incinerators and campfires.	It is never too early to start teaching children the need to preserve the products of the world of nature! Obtaining State or County Parks or U.S. Dept. of Conservation pamphlets for distribution to the parents is helpful also.

4. Magnets	Provide a fairly strong magnet and objects to pick up such as clips, iron and steel fragments, pins, etc.	Also include objects magnet will NOT pick up, such as paper, wood scraps.
5. Things That Float and Sink	Have bowl of water and let children experiment with objects that will float or sink.	
6. Magnifying Glass	Have a large magnifying glass and place various things under it, including children's hair, hands and so forth.	A mounted magnifying glass on a stand can be easily used by preschoolers. They can also be taught how to handle one with a handle.
7. How Things Work	Teacher can give simple explanations of how familiar mechanisms operate such as water faucets, toilet flush, ignition of gas burner, light switch, etc. Teacher can take group to gas station where mechanic can demonstrate how car motor and gas pumps work, car maintenance techniques, etc.	If these demonstrations are given in gradual steps, with frequent repetition and in clear language, there is no reason why a preschooler cannot understand the broader principles involved. Boys particularly like this! Mothers can benefit from such demonstrations, too.

8. THE USE OF MONEY AND CONSUMER EDUCATION

With the realization that even preschool children are aware of money and are targets of advertising campaigns, mostly through their viewing television, it is not unreasonable to include the above topics in the educational program. Parents, too, can benefit from exposure to a more studied approach to the use of money and what it can buy.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
1. Money	Teacher can show and discuss real money, how it is earned and the principle of ownership. Toy money and/or coins made of heavy cardboard can be given children for counting and use in dramatic play.	Having a toy cash register in housekeeping corner stimulates dramatic play about money.
2. Consumer Education	Teacher can give simple explanations of careful shopping, telling about wise selection of food (in terms of freshness, ripeness, weight, cost, etc.); clothes (in terms of practicality, durability, size, cost, etc.); household items (in terms of priority needs, durability, appropriateness, upkeep, storage, etc.); and toys (in terms of usefulness, durability, safety, maintenance, etc.).	Simple discussion of these topics is essential in order that the children understand. With less sophisticated groups, elaborating on these topics during the parent discussions may be very helpful to the mothers also.

C. PHYSICAL

Safety is of primary consideration in this area. The preschool child needs constant surveillance because of his inquisitive nature, his energy and restlessness and his lack of experience. On the other hand, some children require encouragement to attempt new things, specifically in their use of space, height and locomotion, and to learn what their bodies can do.

Guidance must be supplied, too, in the understanding of personal hygiene. This includes the child's attitude towards and consumption of food as well as his ability to relax and rest. Of lesser importance,

but still worthy of inclusion in a preschool program are the topics of shelter and clothing.

1. Safety

   a. familiarizing child with: equipment he may use
      areas off-bounds
      need to always remain with or nearby group
      materials and equipment he should not touch
      need to ask permission to do certain things
      rules for trips

   b. telling child to which adult(s) he is accountable

   c. helping run-about children to: settle down
      have enough interesting things to do
      have constructive outlets for energy

   d. offering challenging projects to overly-curious children

   e. teaching each child to: enunciate as clearly as possible his first and last names
      learn name of preschool
      learn, if possible, home address or telephone number

2. Motor

   a. encouraging children to use: large muscle and climbing equipment
      blocks
      wheel toys

   b. providing opportunities for body movement with: rhythms
      dancing
      marching
      circle and music games
      dramatic play
      simple exercise games

   c. helping children develop laterality, eye-hand coordination by providing: hammers and nails
      table blocks
      simple manipulatory games and toys

3. Personal hygiene

   a. enabling children to develop self-help with: toileting
      washing
      clothes
      relaxation
      eating

   b. providing pleasant atmosphere for eating: attractive food
      appropriately sized portions for children
      neat and clean service
      introduction of new foods
      established rules concerning:
        tasting food
        remaining seated while eating
        when child may be excused
        opportunities for children to serve themselves
        rinsing of mouth after meals

   c. establishing quiet for rest: darkened room
      elimination of disturbing noise
      background rest music
      sufficient ventilation
      helping each child learn to relax

   d. teaching child to care for his possessions: locker (or spot) for each child, with his name on it help child identify own clothes, toys, etc.

   e. enhancing child's sense of physical order, space: acquaint child with special places for toys, materials, etc.
      encourage child to clean up after himself

4. Shelter

   a. discussing the differences in how people and animals live through: books
      picture cards
      records
      games
      field trips

b. introducing concept of privacy: discussion of relevant stories, etc.
establishing "can be alone" spot
in room and playground
large empty grocery cartons
(for climbing into)
low empty shelf or large crib in doll corner

SCHEDULES

How the morning's schedule is planned will depend upon the individual facilities being used. For example, in some school situations it is necessary to program activities according to when the playground for the children will be available. In Parks and Recreation settings plans are often made around the use of indoor rooms. For this reason, there is no one way to organize the schedule. What is important, however, is the inclusion of certain regular activities each week.

As stated earlier in this manual, the Child Observation classes are divided into two periods in order to have an hour and a half for discussion for the parents. During that time the children go to the playground, weather permitting, or remain indoors in a room apart from their mothers. Their activity is mostly free play, although in some situations simple table activities are available to them. Towards the end of this period the teacher's assistant usually reads stories, arranges for circle games or in some classes supervises the children's eating of box lunches. The richness of this playground program will largely depend on the ingenuity of the teacher and her assistant in providing stimulating materials for the children's use.

I. <u>BASIC SCHEDULE, ONE DAY PER WEEK CLASS</u>

Three hour program 9 a.m. - 12 noon

8:45 - 9:00 Mothers sign in
Children and mothers get name tags

9:00 - 9:15 Story time - children divided into groups according to age and/or interest span (either a mother or the teacher's assistant can take one of the groups)

9:15 - 10:00 Creative materials:

painting: easel; finger; water
clay and/or play dough
crayoning
paste work (occasionally scissors can be offered)
water play
block building
dramatic play and housekeeping corner
puzzles (it is advisable to offer them every other week)
hammering (if outdoor space available)
children's library table

10:00 - 10:05 Toileting
10:05 - 10:10 Nutrition
10:10 - 10:15 Rest
10:15 - 10:30 Music and rhythms
10:30 - 12:00 Children on playground (concurrent parent group discussion)
12:00 Dismissal

EVALUATION OF USE OF MATERIALS

Providing children with a variety of materials is an excellent way to stimulate imaginations and motivate problem solving. Materials which are brought out indiscriminately, however, and given to children without guidance as to how to use them, can result in chaos. Often children become confused by too many "things" in the environment. They tend to misuse them and, if unsupervised, may behave destructively.

Each teacher will have to evaluate how and when to present materials in terms of the size of her group, the ages and interests of the children as well as the amount of supervision he is able to provide. Rotating the use of what is available will prevent the children from losing enthusiasm, although in some instances it is advisable to have popular items, such as small transportation and housekeeping toys, always accessible.

Presentation of "kits" of materials which contain innumerable small objects such as doll house sets, for example, must be handled so that children understand how much space they are allotted when using them and how they are to be put away. It is well to package these sets in storage boxes with which children can easily cope.

Puzzles present a double problem. A child may choose one too difficult for him; then he not only becomes frustrated, but usually abandons it, thus leaving pieces which soon get scattered. The educational value to the child of such an experience is bound to be negative. All principles of problem-solving, gaining reward for effort, completing a project started and leaving the material in order are lost. Various ways to prevent such a dilemma are to closely supervise a child's choice of a puzzle, offer individual attention as he works it and limit the use of puzzles.

Certain selected things can be set aside for the Rainy Day Box. Such items as small table toys, special dress-up materials, story records, books, etc., are excellent additions to the usual supplies. Children look forward to using these things particularly because they are not always available.

In the one day a week classes it is generally impossible to leave out materials and small equipment at the end of class. For this reason advance planning must be worked out for quick and easy storage. If storage at the center is limited, a teacher may have to take certain things home with her. Using heavy grocery cartons with handles cut out at each end facilitates carrying things. It also gives a secondary function to the boxes which can be used in dramatic play when emptied of their contents.

Because of varying circumstances, some classes will have more materials and equipment than others. Accumulating interesting things for the less adequately supplied class should not pose too great a problem

for the teacher. With a little time and creativity she can supplement her supply. Expendable items from her own home can enrich her class housekeeping corner or sandbox. Examples; include empty food cartons, cans, tired sponges, plastic containers (which can be converted into scoops and ladles), material scraps, boxes, grocery cartons, bags (which make intriguing and amazingly durable hand puppets), etc. Children are quick to adapt such simple articles to their own use and are much less demanding than the more blase adult when it concerns materials. They benefit from and frequently prefer the less structured items.

Collecting throw-aways from stores and shops is another source of supply. For example, linoleum squares and fragments can be used as clay mats or for doll house floors; discarded wall paper sample books contain an ample supply of collage paper for tearing and pasting; cabinet shops gladly offer wood fragments whose varied shapes prove to be excellent accessories in the block corner; in the back alleys behind furniture stores, heavy cardboard casings can be obtained to be cut up for easels; papier maché egg or fruit cartons will hold pats of paste or can be converted into holiday decorations. Free materials are endless.

USE OF SPACE AND EQUIPMENT

There is no one way to arrange furniture and provide for play space, as each center's space and accommodations will differ. A few common-sense suggestions are applicable here, however.

1. Leave play areas as uncluttered as possible
2. Leave adequate room around block shelves for children to build expansively.
3. Whenever possible, designate long area away from doors and other people for use of roads and freeways for transportation toys, both indoors and outside.
4. Caution children to keep themselves and their toys away from doors and exits.
5. Choose best lighted parts of room for table activities.

6. Do not crowd tables nor easels too close together

7. Do not allow children to sit on adult folding chairs; it is better to have them stand at tables than use chairs which are dangerous.

8. Leave free passageway to storage closet if some equipment must be put away during morning.

9. Do not put tables, chairs or easels on slanted outdoor areas.

10. Barricade dangerous playground areas and inclines with benches or boxes or indicate taboo areas with chalk lines. Teach children where it is unsafe to ride trikes.

11. Scrutinize playgrounds for broken glass before class opens.

12. In public school locations check with principal as to which pieces of climbing equipment preschool children are permitted to use.

13. Do not overcrowd indoor-outdoor areas with too much material and equipment.

PRESENTATION OF MATERIALS

Providing raw materials for children in such a way as to encourage and facilitate their use of them is an integral part of the educational process in the preschool program. For many youngsters this may be the first opportunity they have had to experiment in their own way at their own pace, with minimum adult direction, yet with interested adult guidance. Discovering their own capabilities and being able to exercise their own prerogatives in terms of raw material before them represents a significant developmental break-through for them. Its impact has profound implications, not only for the establishment of self-image but also in reference to the formulation of attitudes towards school. The challenge is a big one to the teacher, therefore. She is the first school representative confronting these children; her job is to motivate and prepare them for what is ahead. At the same time, she is called upon to interpret to the mothers the educational objectives of the program she offers their children. Everything she does in the classroom serves as a demonstration for the mothers.

Generally speaking, most preschool children are eager to use raw materials, once they have received a few guiding suggestions concerning them and have watched how more experienced children proceed. In some instances diffident or overwhelmed children, particularly those new to class, may require more structured approaches before being able to take advantage of the permissive atmosphere and to function independently. Research and experience has shown that such hesitancy is typical of many of the culturally disadvantaged, both children and adults. The teacher, therefore, must be prepared to participate side by side with both parents and children in their initial exposure to new media.

The following description of how to offer materials represents only one interpretation of what are considered suitable methods. Individual differences among teachers and their approaches to preschool education are bound to account for varying opinions. Each class situation, too, presents its unique problems concerning availability and amount of space as well as proximity and adequacy of storage facilities.

Not <u>all</u> materials and equipment can or should be offered at each class, but there are some types of experiences that should always be accessible to the children. Painting, blocks and accessories, housekeeping, books, a "messy" material, plus big muscle equipment outside should be available each class session.

ACTIVITY	SUGGESTED METHODS	COMMENTS
1. Painting a. Easel	Two to four double-faced easels should be set up. Paper should be 18" x 24", unprinted newsprint, best type. Wide brushes are preferable, from 1" to 1½" in breadth. Aprons should be available for children's use. Shirts worn backwards make excellent paint smocks. They must be short enough to be safe.	When necessary, additional easels can be made out of heavy cardboard and placed on chair at a slant, or flat on table or floor. It is sometimes necessary to thicken paint by adding liquid starch to it. Shades of paints can be varied by adding white for pastel coloring.

ACTIVITY	SUGGESTED METHODS	COMMENTS
1. Painting (cont) b. Fingerpaint	Thick paste, to which dry paint can be added for color, is the most satisfactory. Paper with glazed surface, such as duplicator, butcher, or shelf paper should be used. Write child's name on back of paper before starting. Put water on table area where paper will cover BEFORE putting it down in order to make paper adhere to surface. Sprinkle drops of water on paper and have child spread it out. Then add fingerpaint and color. Spread newspapers on floor to put paintings on to dry, or dry in sun. Painting on the oilcloth table cover pleases some children, particularly those who are not interested in keeping the finished product. Cleaning up the table afterwards is often as enjoyable as the actual fingerpainting experience was.	BASIC FINGERPAINT RECIPE 1 cup Argo or Linit Starch (coarse grained) 1 cup Ivory Flakes 1 cup talcum powder (optional) 1 cup cold water Mix together until smooth. Gradually add 2 cups boiling water. Cook over low flame until it boils, stirring frequently. Mixture will thicken when cool. Children should wear aprons and have sleeves rolled up high before getting paint! Have wash-up pail with sponges and paper towels available close by so that children can clean themselves up after painting. When dry, fingerpaintings can be ironed flat with lukewarm iron. They can then be mounted on cardboard for hanging, or used in many decorative ways, such as covering waste baskets, etc. A coat of shellac or varnish is a good finish for them.

ACTIVITY	SUGGESTED METHODS	COMMENTS
1. Painting (cont) e. Sponge	Small squares of sponge, with clothes pin clamp as handle, can be dipped in regular poster paint and then applied to newsprint.	Several colors of paint set out in flat aluminum foil dishes should be available for the children's selection.
d. Water (for outside)	A large can (#10 preferably), half full of water, plus an inexpensive housepainter's brush (1 3/4" - 2 1/2" wide) and a child is eager to paint sidewalks, benches, building, everything.	This is a very popular activity, particularly on warm days. Have a good supply of cans and brushes on tap.
2. Clay	Mats and pail of clay should be easily accessible so that children can help themselves. Children can be taught to roll clay when finished, put it back in pail and wipe off mat. If clay is rolled into large balls after each use, water "sealed" into hole made at top and ball wrapped in damp cloth before placed in covered pail, it will remain in perfect working condition. Aprons should be available.	Accessories such as cylindrical blocks for pounding are enjoyed by children. It is not advised to offer too many "intermediate" tools, however, as children derive the most benefit from manipulating, tearing and pounding the clay with their hands. Wash-up pail, sponge and paper towels should be nearby.

ACTIVITY	SUGGESTED TECHNIQUES	COMMENTS
3. Play Dough	Play dough balls, used on clay mats, with accessories such as cylindrical blocks for rollers, jar lids for cutting shapes, broad tongue depressors for cutting, etc., provide a fascinating experience for young children.	PLAY DOUGH RECIPE: 2 cups of flour 1 cup of salt 2 tablespoons odorless cooking oil 1 teaspoon oil of wintergreen - optional 1 teaspoon powdered alum - optional MIX. Add cold water GRADUALLY, knead until proper consistency reached. Food coloring may be added. If stored in airtight container in cool place, this mixture can last many months.
4. Water Play	A large, low tub (such as old fashioned galvanized washtub) which can accommodate 3-4 children can be used. If placed indoors, adequate covering should be put on floor to protect it from spillage. Innumerable accessories can be added, such as pouring cans, sponges, dolls, small boats, etc. Waterproof bib aprons advisable	Adding soapsuds occasionally pleases the children. Allowing them to wash doll clothes and housekeeping corner materials also enriches their dramatic play.
5. Paste	A large square of sturdy paper (construction, for example) plus a variety of paper, cloth, seeds and string bits can be placed on table at each child's place. A generous pat of library paste in an empty	Collâge is a satisfying medium for even the youngest children, for not only are they intrigued with pasting, but their efforts show tangible results almost immediately.

5. Paste (cont)	egg carton compartment or on flat piece of cardboard should be available for each. Blunt-edged children's scissors can be offered. Many children, particularly the youngest, may require a lot of adult help in mastering the use of the scissors. For some it may be too frustrating an experience, so discretion should be exercised about their use.	There are many variations of what things can be offered the children to paste. Sometimes they collect leaves, acorns, etc. on trips; thin seashells will adhere to the paper, and ad infinitum!
6. Papier Maché	Newsprint can be torn into small pieces the preceding day. It can be soaked in a moderate amount of soapy warm water overnight. The next day excess liquid can be squeezed out and then the material is ready for use. The children can shape it easily. Aprons and wash-up pail needed!	It takes a long time for papier maché to dry (at least 72 hours). When dry, it can be sandpapered (optional) and then children can paint it with poster paint. A final coat of varnish or shellac is a good idea.
7. Crayons	Large newsprint (18" x 24") is good to offer children, as they like to expand when crayoning. Large hexagonal crayons that do not roll are best for the preschooler.	Offering crayons when children are making collages gives them an opportunity to interweave the different media. The results are usually impressive.
8. Blocks	Blocks should be placed where children can easily reach them, in a large area of the room.	Occasionally, to spark the children's interest, the teacher may have to initiate use of blocks. Once they have had experience with them, however, the children are generally eager to use them week after week.

8. Blocks (cont)	Accessories such as transportation toys always enrich the play opportunities. It is well for the teacher to acquaint the block-builders with the rules concerning space limitations and clean up.	
9. **Housekeeping**, Doll and Dress-up Corner	The more materials here, the better the dramatic play. Ideally, each corner should have the following: furniture, pots, pans, dishes, broom, dolls, cradles, buggies, doll and dress-up clothes, empty food cans and cartons, shopping bag, cash register, etc.	Whenever possible, having housekeeping, doll and dress-up materials available for use on the playground, too, will add more opportunities for dramatic play during the free-play period.
10. Miniature Life Toys and Doll House	Only one or two children at a time should be allowed to use these sets. Sets should be kept in boxes accessible to children. Rules for space limitations and clean-up should be introduced by the teacher when toys are used.	Seeing that child has access to blocks and small transportation toys will add depth to the play.
11. Puzzles and Table Toys	These materials should be put out A FEW AT A TIME and only when an adult is able to be nearby to guide and discuss the children's use of them.	These educational materials can be of great benefit to children when used in a learning context.
12. Library Table	Books for the children should be available at ALL times. The teacher should help the children learn how to handle them.	When an individual child uses the books, an adult should be nearby whenever possible to read to him, discuss the book or answer his questions.

13. Outside Materials	Large trikes, wagons, hollow blocks and balls are playground needs; how many can be used will depend on budget and storage space. The teacher and her assistant must acquaint the children with safety and sharing rules.	If a child is too small to mount a vehicle alone, he is not yet ready to use it! Teacher designated "streets" and "freeways" help for safer rides and often encourage dramatic play.
14. Sand Box	Children's play here can be rich and varied provided there are interesting and enough things for their use. The following items are basic: ladles, large wooden spoons, cans, cartons, sieves, pie tins, plastic cups, trucks, cars, small blocks, shoe boxes, etc.	Some children "retreat" to the sand box which they never leave. Such children need to be guided to the use of other materials from time to time.
15. Hammering	This is a good outdoor activity PROVIDED one adult is able to supervise it. Regular, but small hammers are preferable to toy ones. Scraps of soft pine wood are easiest for children's use.	Often children make their own simple planes, cars, boats, etc. which they then use in their play with great enjoyment. Painting and shellacking adds to the creator's pride in his achievement! Large headed nails, or brads are easiest for children to hammer.

ROUTINES - REST AND NUTRITION

Although rest time and nutrition are short periods in the morning's schedule, nonetheless they are important. The teacher's main function is to establish a relaxed atmosphere and encourage all children to participate. It is also essential that the teacher gain the support of the mothers both in being quiet as well as in not forcing nor punishing a child who may resist one or both of these routines. Usually once a child understands what is expected of him, particularly in reference to the rest, and when he sees the other children cooperating enthusiastically, he, too, is able to conform.

1. Rest

At rest it is customary for each child to lie down on a mat or small blanket placed on the floor. Once he is settled, the teacher kneels down beside him, pats his head gently and says a few words to him. This brief intimacy between teacher and child has great significance and is valued highly by the children who look forward to it at each class. To further enhance the rest period, the teacher provides appropriate music on the phonograph or asks one of the mothers to play the piano or autoharp.

2. Nutrition

The teacher's role in this routine is to help the children learn to come to the table and find a place, then wait with hands behind their backs for a few minutes until all have assembled. Thi singing of a simple song ("Thanks for juice, thanks for juice") is the signal for all to start. The teacher reminds the children to wipe their mouths with their napkins when finished, then throw away both napkin and paper cup in the waste paper basket she has placed nearby. As a child finishes, he is free to leave the table without asking to be excused.

In those classes with a lunch program, the teacher establishes approximately the same easy-to-follow rules. In addition, she and her assistant, plus an adequate number of mother helpers sit at each end of the tables to act as hostesses. The children are encouraged to eat the food before them, although the teacher stresses to all adults involved that the children are not to be forced nor nagged. Once a child accepts class as a whole and can relax while there, it is rare to find one who rebels at eating.

The children are permitted to leave the table when finished and take their dishes to a designated place, or close their lunch boxes. They are never allowed to wander off from the table with food still in their mouths or hands. As the teacher has planned a quiet group activity next on the schedule, the children know where to go after leaving the table.

TRIPS

An excellent way of enlarging the preschooler's world is in taking him on trips away from his familiar environment. Starting with an exploration of the entire center where class is located, branching out into the surrounding neighborhood and then going by bus to other places in the city can develop into a rewarding experience for the children and their mothers. Successful visits can be made to the:

zoo
harbor
airport
station and freight yards
library
fire and police stations
museums that have special exhibits for young children
dairies and truck farms
beach
large parks with child-centered areas, such as, Travel Town, etc.

The teacher does well not to plan to show the children too much at one time. A little bit goes a long way and is less tiring and less over-stimulating for the youngsters.

Enjoying picnic lunches is always a pleasant way to end such an outing.

ROLE OF MOTHERS

Although theoretically the mothers who attend class will be busy on committees or with assigned tasks, and are also expected to write observation records of their children's behavior during the hour and a half period they are with the children, there are occasions when they do interact with them. The teacher must help them from the start to understand a few basic concepts such as:

The children will participate in time if encouraged but not prodded

Children prefer to use materials on their own once they understand the mechanics involved

Mothers should not make nor paint things for children to copy

Children this young usually do not create recognizable objects

Children do not always have names for what they paint, etc. nor do they always like to discuss what they are making

Comparing different children's abilities, habits and behavior is not advisable, particularly within their hearing, etc.

Mothers should offer children help only when they ask for it and should avoid unneçessary conversations with either the children or with the other mothers

By setting examples in her own handling of the children, the teacher can accomplish a great deal of parent education through demonstration in the classroom. For further clarification she can explain her reasons in the discussion period to explore any area of children's activities. This two-way communication facilitates the learning process which is further improved with conversations between the teacher and individual mothers.

APPENDIX

ADDITIONAL BOOKS APPROPRIATE FOR THE 2'S, 3'S AND YOUNG 4'S

(Note: Those titles which are asterisked are especially helpful for use with disadvantaged children.)

Adelson, Leone - Please Pass the Grass!, David McKay Co., Inc., 1960

*Aliki - My Hands, Crowell, 1962
My Five Senses, Crowell, 1962

*Baer, Howard - Now This, Now That, Play with Points of View, Holiday House, 1957

Birnbaum, Abe - Green Eyes, Capitol Publishing Co., 1953

*Borten, Helen - Do You Hear What I Hear?, Abelard-Schuman, 1960

Brenner, Barbara - Somebody's Slippers, Somebody's Shoes, Wm. R. Scott, Inc., 1957

*Brown, Margaret W. - The Runaway Bunny, Harper, 1962
The Noisy Book, Harper, 1939
The Quiet Book, Harper, 1950
The Indoor Noisy Book, Harper, 1962
Two Little Trains, Scott, 1949
The Dead Bird, Hale, 1938
The Important Book, Harper, 1949
Home for a Bunny, Harper, 1949

*Brown, Myra B. - My Daddy's Visiting School Today, Watts, 1961

Buckley, Helen E. - Grandfather and I, Lothrop, 1959
Grandmother and I, Lothrop, 1959

*Clark - All by Himself, Grosset Dunlap, 1948
All by Herself, Grosset Dunlap, 1948

Crosby, Muriel - An Adventure in Human Relations, Follett, 1965

De Regniers, Beatrice and Pierce, Leona - Who Likes the Sun, Harcourt, Brace and World, 1961

ADDITIONAL BOOKS (cont)

De Regniers, Beatrice and Gordon, Isabell - The Shadow Book, Harcourt, Brace and World, 1960

De Regniers, Beatrice - A Little House of Your Own, Harcourt, Brace and World, 1954

*Ets, Marie H. - Just Me, Viking, 1965
Gilberto and The Wind, Viking, 1963

Flack, Marjorie - Angus and the Ducks, Doubleday & Co., 1930

Friskey, Margaret - Chicken Little Count to Ten, Children's Press, 1964

Gay, Zhenya - Look!, Viking, 1952
Who Is It?, Viking, 1957

Gipson, Morrell - Hello, Peter, Doubleday, 1948

*Grifalconi, Ann - City Rhythms, The Bobbs-Merrill Co., Inc., 1965

Green, Mary - Is It Hard? Is It Easy?, Wm. R. Scott, 1960

*Hawkinson, Lucy - Days I Like, Albert Whitman & Co., 1965

*Holl, Adelaide - The Rain Puddle, Lothrop, Lee & Shepard Co., Inc., 1965

*Hurd, Edith T. - Who Will Be Mine?, Golden State Jr. Books, 1966

*Keats, Ezra J. - Whistle For Willie, The Viking Press, 1965
The Snowy Day, The Viking Press, 1962

Kessler, Ethel & Leonard - Kim and Me, Doubleday & Co. Jr. Books, 1960
Peek-a-Boo, Doubleday, 1956
The Day Daddy Stayed Home, Doubleday, 1959

Klein, Leonore - Can You Guess?, Grosset, 1957
*Kunhardt - Pat the Bunny, Golden Press, 1962

ADDITIONAL BOOKS (cont)

*Kuskin, Karla - All Sizes of Noises, Harper & Row, 1962
Roar and More, Harper, 1956

Matthiesen, Thomas - Things To See, Platt, 1966

Merriam, Eve - Mommies at Work, Knoph, 1961

Minarik, Else - Little Bear, Harper, 1957

Parsons, Virginia - Homes, Doubleday, 1958
Rights, Doubleday, 1958

*Rand, Ann and Paul - I Know A Lot of Things, Harcourt, Brace & World, 1956

Rey, Hans A. - Where's My Baby?, Houghton, 1948

Ronjankovsky, Fedor - Great Big Animal Book, Knopf, 1961

*Schlein, Miriam - Shapes, W. R. Scott, 1956

Selsam, Millicent - All About Eggs, W. R. Scott, 1952

Showers, Paul - Look at Your Eyes, Crowell, 1962

Simon, Norma - What Do I Say?, Albert Whitman, 1967

Skaar - Nothing But Cats, Cats, Cats, W. R. Scott, 1966
Nothing But Dogs, Dogs, Dogs, W. R. Scott, 1966

*Steiner, Charlotte - My Slippers Are Red, Knopf, 1957
My Bunny Feels Soft, Knopf, 1958
I'd Rather Stay With You, Seabury, 1965

Stover, Jo Ann - I'm in a Family, McKay, 1966

Ungerer, Tomi - One, Two, Where's My Shoe, Hale, 1964

*Wolff, Janet & Ovett, Bernard - Let's Imagine Color, E. P. Dutton & Co., 1963
Let's Imagine Sound, E. P. Dutton & Co., 1962

ADDITIONAL BOOKS (cont)

Wright, Ethel - Saturday Walk, Scott, 1954

Zion, Gene - All Falling Down, Harper & Row, 1951

*Zolotow, Charlotte - The Three Funny Friends, Harper & Bros., 1961
The Quarreling Book, Harper & Bros., 1963

SOME RECORDS APPROPRIATE FOR 2'S, 3'S AND YOUNG 4'S

RHYTHMS, INTERPRETIVE MOVEMENTS, SONGS AND GAMES

"All by Myself and Musical Games" - Rhythm Record Co., RRC-1203

"Getting a Headstart Through Music" - Volume 1, Audio Recorders, ARA-52765

"Music for Exceptional Children" - Record 1, Sunny Prichard Co.

"A Child's First Record" with Frank Luther, Vocalion, Decca Records, VL 3625

"Songs to Grow On" with Woody Guthrie, Folkway Records, FC 7005

"Little White Duck" with Burl Ives, Harmony, Columbia ML 9507

"The Lollipop Tree" with Burl Ives, Harmony, Columbia ML 9551

"A Golden Treasury of Nursery Rhymes", Golden Records, LP 82

"Activity Songs" with Marcia Berman, Tom Thumb Records, B 204

"A Visit to My Little Friend", The Children's Record Guild, CRC 1017

"American Folk Songs for Children" with Pete Seeger, Folkways Records & Service Corps., FC 7001

"African Chants" with Ella Jenkins, Folkways Records and Service Corps., FC 7308

LULLABIES

"Folk Lullabies" with Burl Ives, Walt Disney Productions, ST 3924